

**American History to 1865**  
HIST 127-006, Spring 2023

Mon. & Wed. 11:15-12:05, Murray Hall G202 (plus recitations on Thurs. or Fri.)

**Staff**

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**Course Description**

In this course, we will examine the new world that Native Americans, West Africans, and Europeans created in North America. We will consider: Why did Africans and Europeans come to the Americas? What did these three different peoples think of one another, and how did those opinions affect their relations? How and when did Europeans establish power over the other two groups, and what did they do with that power? In what ways did the men and women within the three groups differ? Why did British colonists separate from Britain, and how did that action affect power dynamics on the continent? What kind of nation did the rebels form? Whom did they include, and whom did they leave out? Why did the United States expand in the nineteenth century and at whose expense? Why did the nation break apart? How would choices made before 1865 affect the future? Are we still dealing with their effects today?

**Course Goals and Learning Objectives**

By the end of the semester, students completing this course should be able to:

- demonstrate a fundamental understanding of the era
- display a basic knowledge of events, developments, and trends in the era
- evaluate primary source evidence to formulate arguments about this era
- assess core methodologies and historical debates about this era
- think critically about ways that this era affirms and/or challenges perceptions of the more recent United States

**Land Acknowledgement:** Chapel Hill has always been populated by Indigenous peoples. Long before the university existed, there were teachers, students, elders, and youth inhabiting the spaces we enjoy today, trading knowledge with one another. UNC currently occupies the traditional homelands of the Enos, Occaneechis, Shakoris and Sissipahaws. Today, North Carolina is home to eight Native nations—the Coharie Tribe, the Eastern Band of Cherokee Indians, the Haliwa-Saponi Tribe, the Lumbee Tribe of North Carolina, the Meherrin Indian Tribe, the Occaneechi Band of the Saponi Nation, the Sappony, and the Waccamaw Siouan Tribe—as well as many Native communities and organizations.

**Honor Code:** Students are expected to be familiar with and observe the Honor Code:

<http://catalog.unc.edu/policies-procedures/honor-code/>

**Accessibility Resources:** UNC facilitates the implementation of reasonable accommodations, including academic adjustments, resources, and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses. See the ARS website for contact and registration information at <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu). Feel free to contact Professor DuVal with accessibility needs within this class or with suggestions on improving accessibility.

**Counseling and Psychological Services:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Please visit the CAPS website <https://caps.unc.edu/> for help.

**Safe at UNC:** Any student who experiences discrimination, harassment, relationship violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. To file a report or see available resources, please go to <https://safe.unc.edu/>.

### Book List

*Give Me Liberty!* (Seagull 7<sup>th</sup> edition, Vol. 1) & *Voices of Freedom* (Vol. 1)

These two books are packaged together for Digital Delivery for one price through Student Stores. You must buy this package through Student Stores to have access to the required online resources and quizzes. These e-books will then appear on your Canvas site. Student Stores offers the option to add hard copies (purchase or rental) for an additional cost. Professor DuVal is one of the co-authors of this textbook, and she will donate the royalties she receives to the UNC General Scholarship Fund.

James McBride, *The Good Lord Bird* (2013)

This novel is widely available in new, used, e-book, and audiobook form. Any copy is fine.

Warning: This novel deal with difficult topics including violence and slavery and may be distressing to read. The perspectives and language of their 19th-century characters may be shocking. In this interview, James McBride explains his use of humor to get at historical truths: <https://www.youtube.com/watch?v=7GKskSwAEHQ>

The Weekly Schedule (later in this syllabus) lists reading assignments for each week. You must complete the required reading assignment by the time of your recitation (on Thursday or Friday).

### About Your Professor

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among Native Americans, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006). She is a frequent book reviewer for the *Wall Street Journal*.

### Grading Scale

93+	A	80-82.9	B-	67-69.9	D+
90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	0-59.9	F
83-86.9	B	70-72.9	C-		

## Assignments

*In-class Participation:* Every student must register for a Thursday or Friday recitation section. If you find that you have difficulty speaking in class, please see your TA or me to discuss how you can participate more fully. Your attendance in recitation will count for 5% of your final grade, and your participation there will count for an additional 10% of your final grade.

*Paragraphs:* Some weeks include a Paragraph Question and guidelines on whose turn it is to write. When it is your turn, answer the question in approximately 175 words (about 3/4 of a page). Type and double-space your answer. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. We will grade these paragraphs for writing (structure, grammar, and usage), so take time to draft and edit them, and obey the length requirements. Please see the Writing Guidelines section of this Syllabus. Print your paragraph and turn it in at the start of your recitation. We will not accept late paragraphs, so please confer with your TA beforehand if you need an extension. There will be a rewrite assignment for the first one. These paragraphs will count for 20% of your final grade.

*Give Me Liberty!* assignments: InQuizitive quizzes and other assignments are included with the package that you bought from Student Stores and will show up within *Give Me Liberty!* on Canvas. These assignments will count for 5% of your final grade.

*Reflections:* These periodic writing assignments will ask you to respond in approximately 500 words (the equivalent of 2 double-spaced pages) to a prompt. Unlike the Paragraphs, they will not be graded for writing, and it is fine for these to be more free-form writing. Your grade will reflect your engagement with the course material and thoughtful answers to the prompt. Late reflections will have points deducted. The Reflections will count for 10% of your final grade.

*Midterm Exams (2):* These exams will consist of three parts. The first part will ask multiple choice and similar kinds of questions on the lectures and readings. The second part will present you with terms from lecture that I have noted as Term IDs (with asterisks) and will ask you questions about those terms. The third part will present you with primary sources from either lecture or the course's primary source readings and ask you questions about these sources. For each exam, you may bring one 8 ½ x 11 page of notes, single-sided if printed or double-sided if handwritten. These notes must be your own work (do not just print a Google Doc that other students have contributed to), and you will turn them in with the exam. The two Midterm Exams together will count for 30% of your final grade.

*Final Exam:* The Final Exam will have the same format as the Midterms plus one primary source we have not read in class. The Final Exam will count for 20% of your final grade.

The rest of the syllabus contains week by week instructions and deadlines. This syllabus is subject to change at the professor's discretion, so please use the updated schedule on Canvas.

## Weekly Schedule

### Week 1—Old Worlds

Mon., Jan. 9	Introduction to History 127
Wed., Jan. 11	Worlds Apart
Thurs. or Fri.	Recitation

#### **Reading** (complete by the time of your recitation)

*Interpreting a Continent* (access free through Course Reserves on Canvas):

- pp. 46-49, Osage Creation Account (Black Bear Clan Version)
  - pp. 87-93, Great Law of the Iroquois League, c. 1300s (recorded late 1800s)
- Voices of Freedom* (part of the *Give Me Liberty!* package; access on Canvas):
- Document #24 Olaudah Equiano on Slavery, 1789

On Canvas:

- Book of Genesis (excerpt)

### Week 2—Encounters

Mon., Jan. 16	No Class—Martin Luther King, Jr., Day
Wed., Jan. 18	First Encounters
Thurs. or Fri.	Recitation

#### **Reading** (complete by the time of your recitation)

*Interpreting a Continent*:

- pp. 18-23 (& p. 12 if you read Spanish), Christopher Columbus to Luis de Santángel, 1493
- pp. 31-37, Alvar Nuñez Cabeza de Vaca's Shipwreck off the Texas Coast, 1528-1536
- pp. 67-68 (& p. 52 if you read French), Montagnais Indians on Their First Encounter with the French, early 1500s

*Give Me Liberty!*, Chapter 1, including documents:

- p. 31, Bartolomé de las Casas, *History of the Indies*, 1528
- p. 31-32, Friar Marcos de Niza's Account of His Voyage with Esteban, 1539

#### **Paragraph Question (last names A-G)** (print and turn in at the start of recitation)

Choose the Columbus or Cabeza de Vaca account. What was the author's impression of the people he met in the Americas? State your argument in your topic sentence. Through the rest of the paragraph support your argument, using (and citing with footnotes) at least two examples and quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

***Give Me Liberty!* assignments:** Complete for Chapter 1 by Friday at 11:59 p.m.

### Week 3—Early Colonial Attempts

Mon., Jan. 23	Early Colonial Attempts: French & Spanish
Wed., Jan. 25	Early Colonial Attempts: English & Dutch
Thurs. or Fri.	Recitation

**Reading** (complete by the time of your recitation)

*Interpreting a Continent:*

- pp. 97-100, John Winthrop on Founding New England, 1630
- pp. 194-198, Letter from Marie de L’Incarnation to Her Son, 1667
- pp. 101-105, Laws for the Province of Pennsylvania, 1682

*Voices of Freedom:*

- Document #6 Jewish Petition to the Dutch West India Company, 1655

*Give Me Liberty!*, Chapter 2, including documents:

- p. 76, The Trial of Anne Hutchinson, 1637
- p. 77, John Winthrop, Speech to the Massachusetts General Court, 1645
- p. 82, Henry Care, *English Liberties*, 1680

**Paragraph Question (last names H-P)** (print and turn in at the start of recitation)

Choose one of the following colonies: New England (Winthrop on Founding New England), New France (Letter from Marie de L’Incarnation), or Pennsylvania (Laws for the Province of Pennsylvania). Using the relevant document, explain what the author believes is the purpose of the colony. State your argument in your topic sentence. Through the rest of the paragraph support your argument, using (and citing with footnotes) at least two examples or quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Reflection**

After attending this week’s lectures, answer this prompt in approximately 500 words: What are some connections between Professor DuVal’s lecture “Worlds Apart” (Jan. 11) and the history you have learned in Weeks 2 and 3? Upload to Canvas by Friday at 11:59 p.m.

***Give Me Liberty!* assignments:** Complete for Chapter 2 by Friday at 11:59 p.m.

**Week 4—Colonies**

Mon., Jan. 30	Slavery, An American Paradox?
Wed., Feb. 1	North America by 1750, Colonies
Thurs. or Fri.	Recitation

**Reading** (complete by the time of your recitation)

*Interpreting a Continent:*

- pp. 157-158, New Netherland Act Emancipating Certain Slaves, 1644
- pp. 179-180, Afro-Floridians to the Spanish King, 1738
- pp. 181-185, George Whitefield Admonishes Southern Slaveholders, 1740
- pp. 186-187, Image: Advertisement for a Slave Sale, Charleston, c. 1770s
- pp. 228-229, Phillis Wheatley’s “On Being Brought from Africa to America,” 1773

*Give Me Liberty!*, Chapter 3, including documents:

- p. 102, Maryland Act, 1664
- p. 103, Letter by an Indentured Servant, 1623
- p. 115, Benjamin Franklin, Observations Concerning the Increase of Mankind, 1751

**Paragraph Question (last names Q-Z)** (print and turn in at the start of recitation)

Choose the letter by the Afro-Floridians or the letter by George Whitefield. What was the author's purpose in writing this letter? State your argument in your topic sentence. Throughout the rest of the paragraph, support your argument, using (and citing with footnotes) at least two examples or quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Rewrite Paragraph (last names A-G)** (print and turn in at the start of recitation)

***Give Me Liberty!* assignments:** Complete for Chapter 3 by Friday at 11:59 p.m.

**Week 5—The Mid-Eighteenth Century**

Mon., Feb. 6                North America by 1750, Native Ground  
Wed., Feb. 8                Seven Years' War  
Thurs. or Fri.                Recitation

**Reading** (complete by the time of your recitation)

*Interpreting a Continent:*

- pp. 271-277, George Washington Recalls His Defeats at Fort Duquesne, 1754-1755
- pp. 278-283, Louis-Antoine de Bougainville's Journal of the Seven Years' War, 1756
- pp. 284-285, Image: Ohio Indians Talk to the British, 1764

*Give Me Liberty!*, Chapter 4, including documents:

- p. 174, Scarouady, Speech to Pennsylvania Provincial Council, 1756
- p. 175, Pontiac, Speeches, 1762 and 1763

**Paragraph Question (last names A-G)** (print and turn in at the start of recitation)

Choose the Scarouady or Pontiac document. How might you characterize Scarouady's or Pontiac's view of Europeans? Make sure your topic sentence has an argument.

**Rewrite Paragraph (last names H-P)** (print and turn in at the start of recitation)

**Reflection**

Answer this prompt in approximately 500 words: What was North America like in 1750? Upload to Canvas by Friday at 11:59 p.m.

***Give Me Liberty!* assignments:** Complete for Chapter 4 by Friday at 11:59 p.m.

**Week 6—A Break and an Exam**

Mon., Feb. 13                No Class—Wellness Day  
Wed., Feb. 15                \*\*First Exam\*\*

Fri., Feb. 17: Instead of Recitations this week: come to Murray Hall G202 on Friday from 11:15-12:05 to watch *A Midwife's Tale* (or watch on your own: <https://unc.kanopy.com/node/130816>)

**Rewrite Paragraph (last names Q-Z)** (email to your TA by Friday at 5 p.m.)

### Reflection

After watching *A Midwife's Tale*, answer this prompt in approximately 500 words: What did you learn about research and writing history? Upload to Canvas by Friday at 11:59 p.m.

### Week 7—The Colonists are Revolting

Mon., Feb. 20            Road to Revolution

Wed., Feb. 22            Independence

Instead of Recitations this week, watch a feature (fictionalized) film about the American Revolution, either:

- *The Crossing* <https://youtu.be/c9lkWXtAYLM>

- 1776 <https://digitalcampus.swankmp.net/uncch348236/play/874FD5F269166DFE>

- or *Hamilton* (UNC was not able to get a license to show *Hamilton*, so you must have access to Disney+ to choose this option)

### Reading

*Give Me Liberty!*, Chapters 5 & 6, including documents:

- p. 196, Samuel Seabury, *An Alarm to the Legislature*, 1775

- p. 197, Thomas Paine, *Common Sense*, 1776

- p. 246, Abigail Adams to John Adams, 1776

- p. 247, Petitions of Slaves to the Massachusetts Legislature, 1773 and 1777

### Reflection

After watching your chosen American Revolution film, answer this prompt in approximately 500 words: Choose one thing from the film and compare it to something you have learned in class lectures and/or readings. Upload to Canvas by Friday at 11:59 p.m.

***Give Me Liberty!* assignments:** Complete for Chapters 5 & 6 by Friday at 11:59 p.m.

### Week 8—The Early United States

Mon., Feb. 27            A New Republic

Wed., March 1            Revolution of 1800

Thurs. or Fri.            Recitation

### Reading (complete by the time of your recitation)

On Canvas:

- Declaration of Independence, 1776

- The Articles of Confederation and Perpetual Union, 1778

- The Constitution of the United States, 1787

- Mercy Otis Warren, *Observations on the New Constitution* (excerpt), 1788

- The First Ten Amendments (“The Bill of Rights”), 1791

*Give Me Liberty!*, Chapter 7, including documents:

- p. 272, David Ramsay, *The History of the American Revolution*, 1789

- p. 273, James Winthrop, Anti-Federalist Essay, 1787
- p. 279, J. Hector St. John de Crèvecoeur, *Letters from an American Farmer*, 1782

**Paragraph Question (last names H-P)** (print and turn in at the start of recitation)

Choose and explain one change between the Articles of Confederation and the Constitution. Make sure your topic sentence has an argument.

***Give Me Liberty!* assignments:** Complete for Chapter 7 by Friday at 11:59 p.m.

**Week 9—Political and Economic Change in the Early Republic**

Mon., March 6	Empire of Liberty?
Wed., March 8	The Market Revolution
Thurs. or Fri.	Recitation

**Reading** (complete by the time of your recitation)

*Give Me Liberty!*, Chapters 8 & 9, including documents:

- p. 298, Judith Sargent Murray, On the Equality of the Sexes, 1790
- p. 299, Address of the Democratic-Republican Society of Pennsylvania, 1794
- p. 316, Tecumseh, Speech to the Osage, 1810
- p. 344, Sarah Bagley, Freedom and Necessity at Lowell, 1845
- p. 345, Margaret McCarthy to Her Family in Ireland, 1850

***Give Me Liberty!* assignments:** Complete for Chapters 8 & 9 by Friday at 11:59 p.m.

**\*\*Spring Break March 13-17\*\***

**Week 10—Political and Economic Change in the Early Republic, continued**

Mon., March 20	Women and the Market Revolution
Wed., March 22	The Age of Jackson?
Thurs. or Fri.	Recitation

**Reading** (complete by the time of your recitation)

On Canvas:

- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)

*Voices of Freedom:*

- Document #75 Solomon Northup, The New Orleans Slave Market, 1853
- Document #70 Frederick Douglass on the Desire for Freedom, 1845

*Give Me Liberty!*, Chapter 10, including documents:

- p. 368, Second Constitution of New York State, 1821
- p. 368-369, Constitution of the Cherokee Nation, 1827

**Paragraph Question (last names Q-Z)** (print and turn in at the start of recitation)



Choose and explain one difference or similarity between Harriet Jacobs's and Solomon Northup's experience under slavery. Make sure your topic sentence has an argument.

***Give Me Liberty!* assignments:** Complete for Chapter 10 by Friday at 11:59 p.m.

### **Week 11—Antebellum Slavery**

Mon., March 27      Nineteenth-Century Slavery, the Institution

Wed., March 29      **\*\*Second Exam\*\***

Instead of Recitations this week: watch the film *Harriet* (2019), time and place to be announced (or watch on your own: <https://catalog.lib.unc.edu/catalog/UNCb10093718>)

### **Reading**

*Give Me Liberty!*, Chapter 11, including documents:

- p. 408, Joseph Taper to Joseph Long, 1840
- p. 409, "Slavery and the Bible," *De Bow's Review*, 1850

***Give Me Liberty!* assignments:** Complete for Chapter 11 by Friday at 11:59 p.m.

### **Week 12—Antebellum South and North**

Mon., April 3      Nineteenth-Century Slavery, Perspectives of Enslaved People

Wed., April 5      Antebellum Change & Reform

No Recitations this week (no classes Thurs. or Fri.)

### **Reading**

*Good Lord Bird*, Part I

### **Week 13—Antebellum West and Divisions**

Mon., April 10      The Antebellum West

Wed., April 12      Sectional Divisions

Thurs. or Fri.      Recitation

**Reading** (complete by the time of your recitation)

*Voices of Freedom*:

- Document #82 Protest Statement of Lucy Stone and Henry Blackwell, 1855
- Document #84 A Protest against Anti-Chinese Prejudice, 1852

*Good Lord Bird*, Part II

*Give Me Liberty!*, Chapter 12, including documents:

- p. 454, Protest Against Colonization Movement, 1817
- p. 472, Angelina Grimké, Letter in *The Liberator*, 1837
- p. 473, Catharine Beecher, *An Essay on Slavery and Abolitionism*, 1837

***Give Me Liberty!* assignments:** Complete for Chapter 12 by Friday at 11:59 p.m.

**Week 14—Growing Divisions**

Mon., April 17      Bitter Issues of the 1850s  
Wed., April 19      A House Divided  
Thurs. or Fri.      Recitation

**Reading** (complete by the time of your recitation)

Finish reading *Good Lord Bird*

*Give Me Liberty!*, Chapter 13, including documents:

- p. 505, Opinion of the Court, Chief Justice Roger B. Taney, The Dred Scott Decision, 1857
- p. 514, William Lyman and Others to the *Middletown Sentinel and Witness*, 1850
- p. 515, Declaration of the Immediate Causes of Secession, 1860

**Reflection**

Answer this prompt in approximately 500 words: Would you recommend the novel *Good Lord Bird* to a student of U.S. history? Upload to Canvas by Friday at 11:59 p.m.

***Give Me Liberty!* assignments:** Complete for Chapter 13 by Friday at 11:59 p.m.

**Week 15—Civil War**

Mon., April 24      Civil War, 1861-1865  
Wed., April 26      Conclusions

No Recitations this week: TAs will hold extra office hours.

**Reading:** *Give Me Liberty!*, Chapter 14 (the primary documents in this chapter will not be on the exam)

**Final Exam**              Monday, May 1, 4:00 p.m., Murray Hall G202  
**Makeup Exam**          Wednesday, May 3, 10 a.m., place TBA